

Tough Decisions

Objectives:

Students will be able to:

- a. Examine their own beliefs and values as they relate to situations that occurred while building the Capitol
- b. Listen to and respect the rights of others to hold different beliefs
- c. Evaluate what actions they feel would be best to take in the given situation

Materials:

- Slide show from the trunk
- Self-guiding tour booklets for each student
- Copies of newspaper articles (historic and current)
- Copies of the "Dilemma Cards" cut up for each group

Introduction:

- Show the slide show that came in the trunk. (This can be done a day or two ahead of teaching this lesson.)
- Explain to the class that whenever a large building project is in the planning and construction stages there are many different opinions about how it should be completed. There are usually not quick and easy solutions that everyone will accept as the right thing to do.
- You may be able to offer an example from your own area that the students can relate to. (For instance: the need to widen a certain road, the building of a new school or park, etc.) Use current newspaper articles to help offer examples.
- Read some selections from the historic newspaper articles that express some controversial issues related to construction of the Capitol.
- Let the students know that today, as a class, you will be reading through dilemmas that came up during the construction of the Capitol. You will discuss possible solutions as well.

Activity:

- Divide the class into groups of four, and give each group a stack of "dilemma cards." Place the cards face down in the center of the group.
- The first student draws the top card and reads it to the group. They take a few minutes to silently think about what solution they feel is best. The student who read the card shares his/her feelings first sharing which solution was chosen and why. In turn, each of the other members of the group is given the opportunity to comment on the solution that he/she chose.
- The students continue with this pattern until each one has read a card out loud and the solutions have been shared.
- It is not necessary for the students to agree on a solution. This activity is an opportunity to realize that many times there is more than one solution to a dilemma.

- Pull the class back together and have the students share what they learned from this activity.

Assessment:

- Walk around the room as the groups are discussing the dilemmas. Take a mental note of some of the comments. Make sure that the students are listening closely to what others have to say and are respecting those who have different opinions.
- Determine if the objectives were met as you listen to the class discussion at the end of the period.

<p><u>Dilemma Card</u></p> <p>You are a taxpayer in Idaho. The Capitol is under construction and you keep reading in the newspaper that the project is going to cost more and more money. You are concerned about the amount of taxes that are being used, thinking this money could be used to help fund schools and other things. Just this morning, you read that if the plans are changed to make the dome 50 feet shorter it would drop the cost of the building by \$75,000.00. Should you:</p> <ul style="list-style-type: none"> - Write a letter to the Governor expressing your desire to make the change in the plans; - Organize a protest of angry taxpayers to hold picket signs and march in front of the construction site; - Contact your local representative or senator for more information; - Just wait and see what other people do; - Choose a plan of your own. 	<p><u>Dilemma Card</u></p> <p>You are a member of the local historical society and have read that they plan to tear down the Territorial Capitol building and the Central School building to make room in downtown Boise for the new Capitol. You realize it is important to build a new building, but you know these other buildings have great historical significance in Idaho's history. Should you:</p> <ul style="list-style-type: none"> - Organize a protest of angry citizens to hold picket signs and march in front of the proposed building site; - Write to the site selection committee and share your views of the need to build the new Capitol in a place that won't require that these historic buildings be torn down; - Make sure pictures are taken of the historic buildings so future generations can see them; - Choose a plan of your own.
<p><u>Dilemma Card</u></p> <p>You are the superintendent in charge of the construction of the Capitol. You know the citizens of Idaho are counting on you to make sure the building is done on time and that the workmanship is done well. You realize that you are running about one month behind schedule. Should you:</p> <ul style="list-style-type: none"> - Hire more workers to get the job done faster, but making it cost more in the end; - Announce to the public that you are behind and set a new date for completion; - Force the workers to put in overtime hours to catch up without paying them extra; - Choose a plan of your own. 	<p><u>Dilemma Card</u></p> <p>You are on the committee to select a site for the new Capitol building. Many suggestions have been made and you are not sure which one would be best. Should you:</p> <ul style="list-style-type: none"> - Schedule a public hearing to allow the citizens of Idaho to speak out and share their opinions on the best choice; - Run an add in the paper asking individuals to write to you with their thoughts; - Call for a public vote and allow the citizens Idaho to pick the site; - Choose a plan of your own.